**Personal Narrative: Prewriting**

The first step in writing is having something to write about. Students can use the graphic organizers below to help them plan their personal narratives.

**1. Select a Topic**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Use a [cluster](http://www.greatsource.com/iwrite/educators/e_pers_narr_pre.html) to think about important experiences in your life with a special  person. Choose one experience to write about.  list 5-6 experiences.  The experience and who it was with. |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**2. Gather Details**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Use a [sensory chart](http://www.greatsource.com/iwrite/dot/sensory_chart.dot) to gather details about the experience. |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Use a [time line](http://www.greatsource.com/iwrite/dot/time_line.dot) to organize event(s) in the order they occurred. |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**3. Add Focus Statement**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Write one sentence that sums up the importance of the experience to you. |
|  |  |

**Personal Narrative: Writing**

Remind students that their first draft doesn't have to be perfect. They will have time to revise later. It is a “sloppy copy.”

Use a [personal narrative template](http://www.greatsource.com/iwrite/educators/e_narr_templates.html) to create your first draft.

**1. Beginning**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Capture the reader's attention. |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Lead up to your focus statement. |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**2. Middle**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Write events in the order they occurred. |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Use sensory details to make the experience vivid. |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Show what happened instead of telling what happened.  http://www.greatsource.com/iwrite/images/greybul_34.gifUse dialogue to make the experience more vivid |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**3. Ending**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Reflect on why the experience was important. |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Wrap up the narrative. |

**Personal Narrative: Revising**

Writing doesn't end with your draft. Next, students need to revise. When they revise, they should evaluate their work for ideas, organization, voice, word choice, and sentence fluency.

**1. Ideas**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I selected an interesting experience? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I included sensory details to make the experience vivid? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**2. Organization**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Does my beginning capture the reader's interest? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Do the events appear in the order they occurred? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Does my ending reflect on the importance of the experience? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**3. Voice**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Do I use a pleasant narrative voice? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Does my voice fit the experience? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**4. Word Choice**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Do I use specific nouns and active verbs? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I carefully chosen adjectives and adverbs? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**5. Sentence Fluency**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I written clear, complete sentences? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I combined short, choppy sentences? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I varied sentence beginnings? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**6. Feedback**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Has someone read my work and filled out a [response form](http://www.greatsource.com/iwrite/dot/response_form.dot)? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I incorporated the feedback into my work? |

**Personal Narrative: Editing**

When students edit, they should check their writing for punctuation, capitalization, spelling, grammar, and sentence errors. They should also check the format of their papers.

**1. Punctuation**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Does each sentence have correct end punctuation? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Do I use commas after introductory word groups and between items in a series? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Do I use apostrophes to show possession? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**2. Capitalization**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Does each sentence start with a capital letter? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I watched for capitalization errors my spell-checker might miss? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**3. Spelling**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I used my spell-checker? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I watched for spelling errors my spell-checker might miss? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I checked the spelling of all names? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**4. Grammar**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I used the grammar checker? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I checked for easily confused words (to, too, two)? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |

**5. Sentence Errors**

|  |  |
| --- | --- |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I checked for fragments? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I checked for run-on sentences? |
|  | http://www.greatsource.com/iwrite/images/spacer.gif |
| http://www.greatsource.com/iwrite/images/greybul_34.gif | Have I checked for rambling sentences? |

|  |  |
| --- | --- |
| **Time Line** |  |
| For how-to essays, a time line can help you organize the steps in the process.   * Type time indicators in the left column. * Type events or steps in the right column.   [Click here](#_Example_Time_Line) to see an example. |

|  |  |
| --- | --- |
| **First** |  |
| **Next** |  |
| **Then** |  |
| **Finally** |  |

|  |  |
| --- | --- |
| **Sensory Chart** | **ws_msLogoFinal2** |
| A sensory chart can help you think about details that can be seen, heard, smelled, tasted, or felt.   * Fill in each box. * Use some of the sensory details in your writing. |

|  |  |
| --- | --- |
| **See** | Doctors nurses, medical supplies, other patients medical tools, monitors, |
| **Hear** | Beeps from monitors, doctors talking, the television |
| **Smell** | Smelling breakfast being served, smelling my stinky shirt from not showering, |
| **Taste** | Dry cotton mouth from being nervous, apple sweet, juicy apple |
| **Feel** | The warmth of my baby’s skin, the arm of my wife, the cool air blowing from the ac vent. |

|  |  |
| --- | --- |
| **Response Form** | **ws_msLogoFinal2** |
| A great way to write a better paper is to get feedback from a friend or family member.   * Fill out the first three rows. * Give your paper and this form to your reviewer. |

|  |  |
| --- | --- |
| **Writer** |  |
| **Reader** |  |
| **Title** |  |
| **What I really like about the writing** |  |
| **What I would improve** |  |

Attention Getting Title

By

Title

Mr. Deighton

Type your text here. Use the **Styles and Formatting** button on the **Report Tools** toolbar to add headings to your report.